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ABSTRACT

Our rapidly changing society will need individuals trained and skilled in leadership. Leadership is a process designed to maximize individual contributions to organizations and society. Research has shown that there is no one way of exerting leadership. Leadership behavior can be grouped into two categories: task behavior and relationship behavior. These two categories can be further divided into four quadrants: structuring, coaching, encouraging, and delegating. Leadership behavior is a function of the developmental level of the individuals being led, who can be categorized according to their motivation, skill, and experience. As the developmental level increases, leadership style evolves from structuring to delegating. Leadership requires both self-understanding and sensitivity toward others. Creative leaders strive to develop the potential in individuals through effective leadership behavior. (The Leadership Style Recorder and scoring key are appended.) (BL)

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"Who's in Charge Here: The What and How of Leadership"

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"Who's in Charge Here:

The What and How of Leadership"

Many recent authors have reminded us of the rapidity of change in the world and have predicted the effects of such change on people (Ferguson, 1980; Naisbitt, 1982; Toffler, 1970, 1980). Some have discussed the emerging citizens of the new, changed society (Houston, 1982; Peters & Waterman, 1982). All have stated or implied that the world of tomorrow will require individuals trained and skilled in leadership to assist with the transition from what was to what will be.

"Leadership" can be thought of as a process designed to maximize the contributions of individuals for their own benefit and that of the organizations to which they belong. Research has shown that there is no one way of exerting leadership that is better than all others. Studies done at the Ohio State University during the 1940's and 1950's did much to further our understanding of the complexity of leadership.

Researchers during this period identified persons thought of as successful leaders in business, education, government, and the military for the purpose of observing and studying their behavior to describe what successful leaders do. They observed that such persons' behavior can be grouped in two categories: "Task Behavior," or activities specifically directed at getting a job done, and

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"Relationship Behavior" which is what one does with people while the job is being accomplished.

These two axes gave rise to four quadrants that describe leadership behavior labelled "Structuring" (S1), "Coaching" (S2), "Encouraging" (S3), and "Delegating" (S4). The Ohio State studies found successful leaders who used each of these styles in various situations.

The structuring style of leadership is high on task focus and low on relationship behavior. It involves helping people understand what needs to be done, how it is to be done, and when the task should be accomplished. The coaching style is high on task and relationship behavior; it involves structuring the task to be done and giving much support to those working at it. Giving people praise and encouragement while allowing them to decide for themselves how and when to accomplish a task is called the encouraging style of leadership. The last style, delegating, is low on both task and relationship behavior; it involves assigning responsibilities, expecting people to decide how to accomplish them, and generally staying out of contact with the individuals as they do so. Your own preferred style of leadership can be determined through the use of the "Leadership Style Recorder" and the "Leadership Style Recorder Scoring Key" shown in Attachments 1 and 2.

Knowing possible leadership styles is useful when exerting influence; knowing with whom to use them and when to do so is essential. Hersey and Blanchard (1982) added an important dimension to the Ohio State studies by suggesting that leadership behavior is a function of the developmental level of those being led. They

suggested that individuals can be categorized according to their motivation to do a particular task, skill to do so, and experience at having done the task along a continuum from D1 (low motivation, skill, and experience) to D4 (high motivation, skill, and experience). The chosen style of leadership then reflects the developmental level of those being led (see Figure One).

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Insert Figure One About Here

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When a group or individual is functioning at a low developmental level (D1), one needs to provide considerable structure and direction (S1). As performance improves, recognition and praise should be used. As the level of development and performance increases, the S2 leadership style involving praise, recognition, and support while reducing the amount of provided structure should be used. When the individual or group begins performing at or above standard, a high degree of relationship behavior (praise, recognition, and support) can be used (the S3 style). One need provide only moderate amounts of encouragement and very little direction beyond making sure goals are understood and accepted (the S4 style) when the group or individual shows a high desire to do what has been requested or assigned and has the knowledge and experience necessary to accomplish the mission (the D4 developmental level).

Leadership is a complex art requiring self-understanding of one's own abilities and a sensitivity about those to be led. The

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intent of leadership is to establish a climate where others can maximize their contributions; the leader's responsibility is to provide others with a sense of accomplishment and to provide appropriate recognition for improved performance. When the performance of others is below standard, it may be the result of factors other than available leadership. It may be the result of factors beyond the control of the person or group, such as unrealistic goals, inadequate information, and limited resources or technology. Creative leaders recognize this and strive to overcome obstacles to performance improvement while developing the potential in people through effective leadership behavior.

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LEADERSHIP STYLE RECORDER

Circle the number which represents your view in each case.

"When working with my subordinates, I . . ."

		Rarely				Very Often
1.	Decide and tell subordinates what to do.	1	2	3	4	5
2.	Give frequent, informal feedback on performance.	1	2	3	4	5
3.	Resolve disagreements between others in a catalytic, nonevaluative way.	1	2	3	4	5
4.	Interact on the task in mainly a factual way.	1	2	3	4	5
5.	Decide and tell subordinates how they are to do each task.	1	2	3	4	5
6.	Allow the person to participate more and more in planning and making decisions.	1	2	3	4	5
7.	Encourage independence.	1	2	3	4	5
8.	Delegate tasks and allow subordinates to work and make decisions on their own.	1	2	3	4	5
9.	Decide and tell subordinates when to do each task.	1	2	3	4	5
10.	Negotiate disagreements by solving problems mutually.	1	2	3	4	5
11.	Allow subordinates to make decisions and solve problems associated with their tasks.	1	2	3	4	5
12.	Allow subordinates to set their own pace and to determine ways to accomplish the tasks.	1	2	3	4	5
13.	Model and demonstrate how each task is to be done.	1	2	3	4	5
14.	Solicit and listen to subordinates' ideas.	1	2	3	4	5
15.	Consult with subordinates on their assignments mainly to provide support and encouragement.	1	2	3	4	5
16.	Provide little or no day-to-day interaction on the task.	1	2	3	4	5
17.	Decide solutions to disagreements alone.	1	2	3	4	5
18.	Coach subordinates in their work when needed.	1	2	3	4	5
19.	Listen and respond nonevaluatively.	1	2	3	4	5
20.	Allow subordinates to exercise talents and attain their own standards of performance.	1	2	3	4	5

Adapted from Glassman, E. Your leadership style. The Executive Female, September/October, 1983, pp. 29-32.

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LEADERSHIP STYLE RECORDER
SCORING KEY

Scoring instructions: Add the numbers circled for each of the following items, resulting in four totals.

Style 1.
Items 1, 5, 9, 13, 17

Total_____

Style 2.
Items 2, 6, 10, 14, 18

Total_____

Style 3.
Items 3, 7, 11, 15, 19

Total_____

Style 4.
Items 4, 8, 12, 16, 20

Total_____

A score of 20 or above indicates you use this style a great deal. A score of 12 or less indicates you may want to use this style more often. The leadership style with the most points is a rough indication of your leadership style. Most people have one strong style with a secondary style as backup.

Research has shown that most leadership characteristics at work fall into two basic types: task behaviors, which are directive, one-way communications explaining what each person is to do and when, where and how it is to be done, and relationship behaviors, which are supportive, two-way communications involving listening nonevaluatively and other types of encouragement. The relative frequency with which you combine and use these two types constitutes your leadership style.

Various combinations of task and relationship behaviors can be combined, resulting in four useful leadership styles. They are:

Style 1. Structuring: Your predominant characteristics are telling, asserting and modeling.

Style 2. Coaching: Your predominant characteristics are coaching, negotiating and collaborating.

Style 3. Encouraging: Your predominant characteristics are encouraging, facilitating and consulting.

Style 4. Delegating: Your predominant characteristic is delegating.

One factor in choosing which leadership characteristics to use is the ability of your subordinates to work independently of you. That is, they are willing and motivated to do the task, they have the ability to do the task and they have a high performance level with respect to the task. A structuring style is called for when subordinates are not very independent. Otherwise, less control is needed.

Adapted from Glassman, E. Your leadership style. The Executive Female, September/October, 1983, pp. 29-32.

Figure 1

Leadership Styles